

GRADE 2 – UNIT 1 Understanding Communities	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<div>Anchor Trade Book <i>Charlotte’s Web</i> 680L</div> <div>Supporting Text – In Text Collection <i>Snowshoe Hare’s Winter Home</i>, Gillian Richardson 540L</div>	<div>Anchor Trade Book <i>On the Farm</i> 790L</div> <div>Supporting Text – In Text Collection <i>The House on Maple Street</i> by B. Pryor 650L</div>
Student Resources / Poetry Collection	Student Resources / Poetry Collection
Poetry <ul style="list-style-type: none">“Pig” by Valerie Worth“Something Told the Wild Geese” by Rachel Field	Poetry <ul style="list-style-type: none">“Fishing In The Creek” by Linda Oatman High“Subways Are People” by Lee Bennett Hopkins
Standards Highlights	Standards Highlights
Characters Points of view Narrative technique	Features of text Author’s purpose of writing Compare and Contrast
GOALS	GOALS
Readers will identify point of views of characters. Writers will create stories from the points of view of familiar characters. Learners will develop their own opinions about characters and how they respond to their situations and interact in their communities.	Readers will identify ways in which communities are connected through reading different texts and identifying main ideas. Writers will write an expository piece with a main point and supporting facts. Learners will recognize the differences between rural and urban communities.
Big Idea and Content Connection	Big Idea and Content Connection
Community Relationships	Community Relationships Social Studies Content Connection 2.1.f The activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.
Enduring Understandings	Enduring Understandings
Readers understand relationships between characters through the events and challenges in a story. Writers understand that details and signal words help readers sequence events in a story. Learners understand that relationships matter to a community.	Readers understand the main topic in a text, and find supporting facts to prove it. Writers understand that facts and definitions develop points and help readers understand what the author wants to explain, answer, or describe. Learners understand that people in communities have different experiences based on where they live.
Essential Questions	Essential Questions
Reading: How does connecting with the character help readers connect to a story? Writing: How do writers create characters that readers can	Reading: How do readers compare and contrast two facts on the same topic? Writing: How do writers use explanatory details to develop

relate to?	points?
Sample Writing Activities	Sample Writing Activities
<p>1. Children will consider two characters in <i>Charlotte’s Web</i> and, using dialogue from the text, explain why they impacted each other. (lesson 4)</p> <p>2. Children will create a new character for a narrative scene to insert in <i>Charlotte’s Web</i> and write the narrative scene over several lessons in a series of steps including the beginning, solving a problem, and the conclusion.</p> <p>3. Using the inspiration in the ending of <i>Charlotte’s Web</i>, children will write a narrative that tells about the friendship of Wilbur and one of Charlotte's children working through the steps of the writing process: planning, drafting, revising, editing, and publishing. (lessons 10-13)</p>	<p>1. Children will use the information in <i>On The Farm</i>, to write a paragraph that tells several facts about a farm and how these facts helped them to better understand the topic of farming. Children will use text-based evidence to support his/her writing. (lesson 5)</p> <p>2. What would your house look like? Children will think about <i>The House on Maple Street</i> and consider what they would see from their front porch if their neighborhood suddenly looked as it did 300 years ago. Children will create a then and now picture. Children can also ask their parents or talk to neighbors about how the house or neighborhood as changed. (lessons 9 and 10)</p>
PBA Description	PBA Description
<p>Task: A New Scene</p> <p>Children will write a narrative in which they add a scene to <i>Charlotte's Web</i>. Children will choose a specific line from the text and insert their scene after that. They will focus on one or two characters. Children will:</p> <ul style="list-style-type: none">draw or describe the characters and settingwrite a short sequence of events with a beginning, middle, and endinclude details to describe actions, thoughts, and feelings of the charactersuse temporal words to signal sequence	<p>Task: Rural Communities</p> <p>Children will draw a rural scene from <i>On the Farm</i>. Children will include details about the rural community they have chosen based on the text and illustrations in <i>On the Farm</i>. Children will include important features, such as the people, plants, animals, and/or activities that can be found in that community.</p> <p>Children will write several sentences that explain their scene. They will:</p> <ul style="list-style-type: none">explain what makes the community ruraldescribes who/what lives there andexplains what you can do there.
Standards	Standards
<p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none">Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).Build on others’ talk in conversations by linking their comments to the remarks of others.Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>RI.2.7 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report: record science observations).</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none">Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).Build on others’ talk in conversations by linking their comments to the remarks of others.Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
PBA Target Standards	PBA Target Standards
<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section.</p>

GRADE 2 – UNIT 2 Making Decisions	
Module A	Module B
Anchor and Supporting Texts	
Anchor Trade Book <i>Alexander, Who Used to Be Rich Last Sunday</i> AD570L Literary Supporting Text – In Text Collection <i>A Chair for My Mother, Vera B. Williams</i> 640L	Anchor Trade Book <i>Do I Need It? Or Do I Want It?</i> 510L Informational Supporting Text – In Text Collection <i>I Wanna Iguana</i> , by Karen Kaufman Orloff AD460L
STANDARDS HIGHLIGHTS	STANDARDS HIGHLIGHTS
Story Structure Story Elements Details	QUESTIONS FEATURES OF TEXT MAIN PURPOSE
GOALS	GOALS
Readers will describe the structure of a story, with a special emphasis on beginnings and endings. Writers will write a narrative that recounts a sequence of events using beginnings, endings and details to describe actions, thoughts and feelings. Learners will recognize that people make decisions based on their needs, wants and the availability of resources.	Readers will ask and answer questions about details and information in a text. Writers will write an opinion using reasons to express their main purpose. Learners will recognize how people make choices based on needs, wants and resources available.
Big Idea and Content Connection	Big Idea and Content Connection
Decisions Social Studies Content Connection 2.9.a People make decisions based on their needs, wants, and the availability of resources. 2.9.c Scarcity, price of goods and services, and choice all influence economic decisions made by individuals and communities	Decisions Social Studies Content Connection 2.9.a People make decisions based on their needs, wants, and the availability of resources. 2.9.c Scarcity, price of goods and services, and choice all influence economic decisions made by individuals and communities.
Enduring Understandings	Enduring Understandings
Readers understand that knowing the structure of a story helps them comprehend the text. Writers understand that use of details, descriptive language and dialogue enhances writing. Learners understand that people make decisions based on their needs and wants.	Readers understand that questions help clarify and extend ideas. Writers understand that authors use details and facts to support an opinion. Learners understand that people make decisions based on their needs, wants and availability of resources.
Essential Question(s)	Essential Question(s)
Reading: How do readers identify beginnings and endings? Writing: How does using details describing actions, thoughts and feelings make stories more interesting?	Reading: Why does asking questions about a text help us understand it better? Writing: How do writers support opinions through reasons and explanations?
Writing Activities	Writing Activities
1. Children will describe the overall structure of <i>Alexander, Who Used to Be Rich Last Sunday</i> using visual images, to show that the beginning introduces the story and the ending concludes the action. (lesson 2) 2. Children will recount the story of <i>A Chair for My Mother</i> . Children	1. Children will closely examine the text <i>Do I Want It?</i> and ask questions about one or more pages of the text, thinking about the main purpose, using captions and other text features to guide them. (lesson 5)

will describe how the girl responded to the events at the beginning, middle, and end. (lesson 10)	<table><tr><th>Section</th><th>I learned...</th><th>I wonder...</th></tr><tr><td>Budgets</td><td>Budgets help us make decisions about how to spend money.</td><td>How do you create a budget?</td></tr></table>			Section	I learned...	I wonder...	Budgets	Budgets help us make decisions about how to spend money.	How do you create a budget?
	Section	I learned...	I wonder...						
	Budgets	Budgets help us make decisions about how to spend money.	How do you create a budget?						
2. Children will create a picture with a caption that tells about a need they have or a want they have. Children name their purchase(s) as a need or a want. (lesson 3)									
3. Children will consider the arguments presented in <i>I Wanna Iguana</i> . Children will then write to support their opinion. Children will share their opinions in an informal class debate. (lesson 10)									
PBA Description	PBA Description								
Task: Decision Stories	Task: Decision Makers								
In this unit, children are reading stories where the characters have needs and wants. Children will refer to Alexander from <i>Alexander, Who Used to Be Rich Last Sunday</i> , and the girl from <i>A Chair for My Mother</i> , and will create a character who wants to buy something. They will decide whether or not the character is able to buy it.	Using the information from the informational text <i>Do I Need It? Or Do I Want It?</i> and the persuasive writing examples from the story <i>I Wanna Iguana</i> , children will write an opinion piece about something they want. Before writing, they will make a list of reasons why they want this, why they should have it, and a list of ways that they can achieve this want.								
Children will create a narrative that tells the story of what the character wanted to buy, whether or not he/she was able to buy it, and the decision the character has to make. Children will: <ul style="list-style-type: none">recount the event or short sequence of events, including actioninclude details that convey thoughts and feelingsuse temporal words to demonstrate event orderprovide a sense of closure	Then children will write an opinion piece that introduces what they want, states their opinion, and supplies reasons that support their opinion. They will use linking words that connect their reasons to their opinions. Children will: <ul style="list-style-type: none">Introduce what they need or want and tell why they want it.State their opinion about why they should have it.Supply reasons that support their opinion and ways that they can achieve this want.Use linking words that connect their reasons to their opinions.								
Standards Addressed	Standards Addressed								
<p>RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>								
PBA Target Standards	PBA Target Standards								

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.
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GRADE 2 – UNIT 3 Building Ideas	
Module A	Module B
Anchor and Supporting Texts	
<p>Anchor Trade Book <i>Theodore Roosevelt: The Adventurous President</i> 570L Each day was an adventure for President Theodore Roosevelt. When he was a kid, he kept turtles in the bathtub and frogs under his cap. As an adult, he was a cowboy, a river explorer, and a big game hunter. Sometimes he would go on marches through deep puddles and icy rivers -- just for fun! TIME For Kids® Biographies help make a connection between the lives of past heroes and the events of today. When Teddy became president, Americans were looking ahead with excitement to the twentieth century. Teddy's spirit and dreams helped make the United States one of the greatest countries in the world.</p> <p>Supporting Text – In Text Collection <i>Marching with Aunt Susan</i> AD650L All Bessie wants is to go hiking with her father and brothers. But it s 1896 and girls don t get to hike. They can t vote either, which Bessie discovers when Susan B. Anthony comes to town to help lead the campaign for women s suffrage. Inspired by the great woman, Bessie becomes involved in the movement and discovers that hiking is only one of the many things that women and girls aren't allowed to do. But small efforts can result in small changes and maybe even big ones.</p>	<p>Anchor Trade Book <i>The Man Who Made Parks</i> 820L The story of Olmsted who designed some of North America’s most famous public spaces When the great cities of North America were being built, little thought was given to the idea of creating “green spaces.” But these oases from the dirt, gravel, and noise of the crowded city streets were exactly what were needed. One of the few people to recognize this fact was Frederick Law Olmsted, North America’s first landscape architect.</p> <p>Combining his love of nature with his admiration for the structured beauty found in the great public parks of London and Paris, Olmsted turned neglected, swampy acres on the edge of New York City into one of the most acclaimed parks in the world: Central Park. But Olmsted’s success was not earned overnight. He spent many years wandering from job to job, searching for the perfect career. And when he finally discovered his passion, few people were confident in his abilities. But Olmsted fought for the preservation of areas like Yosemite in the USA, and his perseverance would be rewarded: he went on to design some of the most famous public spaces in North America.</p> <p>Supporting Text – In Text Collection <i>City Green</i> AD480L One girl's motivation and cheery attitude buoys this picture book about urban renewal and community action. Young Marcy is saddened after the city condemns and demolishes a building in her neighborhood. "Now this block looks like a big smile with one tooth missing," she laments. But as springtime arrives, Marcy's thoughts turn to gardens and flowers. She and her neighbor Miss Rosa decide to clean up the lot and plant seeds there. Soon nearly everyone on the street joins in, donating time, energy and supplies to create a lush green oasis. Even crabby Old Man Hammer eventually warms up to the new look.</p>
Resources (included with the Text Collection)	Resources
<p>Poetry My America, by Ashley Bryan and Jan Spivey Gilchrist</p> <p>Lincoln, by Nancy Byrd Turner</p>	<p>Poetry City Trees, by Edna St. Vincent Millay</p> <p>Stone Bench in an Empty Park poems, by Myra Cohn Livingston</p>
Standards Highlights	Standards Highlights
<p>QUESTIONS STORY STRUCTURE INFORMATION</p>	<p>MAIN IDEAS FEATURES OF TEXT SUPPORTING REASONS</p>
GOALS	GOALS
<p>Readers will use the chronological narrative text structure in a biography in order to understand the story of a person’s life.</p> <p>Writers will create a biographical sketch using multiple texts as sources.</p> <p>Learners will explore how one person’s life can reveal big ideas about history concepts.</p>	<p>Readers use both pictures and print to glean information from a text.</p> <p>Writers will create an explanatory text that introduces a topic and develops it through facts and definitions.</p> <p>Learners will explore how ideas become actions to improve a community.</p>
Big Idea and Content Connection	
<p>Development Social Studies Content Connection 2.3.a The United States is a democratic republic, and democracy is a form of representative government where citizens can vote for leaders and can have a say in their government.</p> <p>2.3.b The major principles of democracy include the protection of personal rights, justice and equality, diversity of ideas and cultures, and working to support the common good.</p>	<p>Development Social Studies Content Connection 2.1.a An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.</p> <p>2.1.d Population density, use of the land and the environment, and the availability and extent of public services, such as education and health care, are some of the chief characteristics that define and distinguish these types of communities.</p> <p>2.1.f The activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand the role text features and text structures play in reading informational texts.</p> <p>Writers understand that incorporating multiple resources makes research-based writing stronger.</p> <p>Learners understand that researchers build ideas from multiple texts.</p>	<p>Readers understand the value of biographical narrative as a lens into learning about historical events and time periods.</p> <p>Writers understand that facts and definitions help develop points in writing.</p> <p>Learners understand that turning an idea into action requires determination and hard work.</p>
Essential Question(s)	Essential Questions

Readers: How do readers get information from text features and use text features to locate information?	Readers: What can we learn from reading about people’s lives?										
Writers: How do writers gather ideas from different sources?	Writers: How do writers use both facts and story elements to tell a larger story about someone’s life?										
Sample Writing Activities	Sample Writing Activities										
<div>1. Children will read <i>Theodore Roosevelt: The Adventurous President</i> and use the information to create a timeline of his life. Children will then add illustrations to the timeline that reflect understanding of the person, time period, and life.</div> <div>2. Children will ask and answer questions to demonstrate understanding of key details in Theodore Roosevelt: The Adventurous President.</div> <table><tr><td>Title:</td><td>What are some important events in the person’s life?</td><td>Who inspired the person?</td><td>What are the accomplishments of this person?</td><td>How has this person affected our world or our lives?</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <div>3. What did Teddy Roosevelt teach us? Write a banner or caption that would capture something he would have said or something he believed.</div>	Title:	What are some important events in the person’s life?	Who inspired the person?	What are the accomplishments of this person?	How has this person affected our world or our lives?						<div>1. Frederick Law Olmsted wanted to improve the American Society. Children will describe how Frederick Law Olmsted’s life experiences fueled his passions. Children will create a simulated radio interview between them and Olmstead, asking him questions and creating his answers.</div> <div>2. Frederick Law Olmsted saw parks as “places of harmony.” He wanted to build these parks so they would be available to all people. What do parks mean to you? Write an opinion as to why they are important in your life.</div> <div>3. In <i>City Green</i>, Marcy is determined to beautify her neighborhood by turning a vacant lot into a garden. Consider what Marcy did in her neighborhood. Think about a way you might beautify your town or neighborhood. Write a letter to the mayor of your town to convince him to support your idea.</div>
Title:	What are some important events in the person’s life?	Who inspired the person?	What are the accomplishments of this person?	How has this person affected our world or our lives?							
PBA Description	PBA Descriptions										
<div>Informative/Explanatory - Task: Biographical Sketches</div> <div>The focus for this unit was on the life of Theodore Roosevelt and his contributions to the world. Class will reread this quote from the anchor text, <i>Theodore Roosevelt: The Adventurous President</i>, “Teddy wanted the U.S. to be a world leader. He wanted it to set big, important goals. Then he wanted the county to march towards its goals, no matter what.”</div> <div>Children will work together to research another person from history who was a big idea thinker and who has made a significant contribution in the United States (<i>teachers can create research groups</i>). The research will focus on his/her everyday life, how this person was an innovator and creator of ideas and the contributions he/she made to our country. Children will research his/her lifestyle and find out how those contributions have impacted the American way of life, both past and present.</div> <div>Children will conduct shared research and work together to present a biographical sketch in the form of a Q/A on a person of historical impact. Each child will be responsible for 3 questions and answers.</div>	<div>Informative/Explanatory - Task: Parks for the People</div> <div>“There was no place to escape until a man named Frederick Law Olmsted changed cities forever.”</div> <div>Write to explain how you could improve your community by creating a park for the people.</div> <div>Design a park visually. Introduce your design, explain why the qualities and characteristics in your design will benefit the community. Create rules for your park.</div>										
Standards	Standards										
<div>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</div> <div>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</div> <div>RL.2.7 Use information from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</div> <div>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</div> <div>W.2.5 <i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i></div> <div>W.2.7 Participate in shared research and writing projects</div> <div>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</div> <div>SL.2.1 Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small groups and larger groups<ul style="list-style-type: none">a. follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, speaking one at a time about the topics and texts under discussion)b. Build on others’ talk in conversations by linking their comments to the remarks of othersc. Ask for clarification and further explanation as needed about the topics and texts under discussion.</div> <div>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</div> <div>SL.2.3 Ask and answer questions about what a speakers says in order to clarify comprehension, gather information, or deepen understanding or a topic or issue.</div>	<div>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</div> <div>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</div> <div>RI.2.8 Describe how reasons support specific points the author makes in a text.</div> <div>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</div> <div>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.</div> <div>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</div> <div>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</div> <div>SL.2.3 Ask and answer questions about what a speakers says in order to clarify comprehension, gather information, or deepen understanding or a topic or issue.</div> <div>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</div>										
PBA Target Standards	PBA Target Standards										
<div>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</div> <div>W.2.7 Participate in shared research and writing projects.</div>	<div>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</div>										

GRADE 2 – UNIT 4 Facing Challenges and Change	
Module A	Module B
Anchor and Supporting Texts	
<p>Anchor Trade Book <i>The Earth Dragon Awakes</i>, by Laurence Yep 510L Literary Text (fiction) Over the years the earth has moved many times under San Francisco. But it has been thirty-eight years since the last strong earthquake. People have forgotten how bad it can be. But soon they will remember. Based on actual events of the 1906 San Francisco earthquake and told from the alternating perspectives of two young friends, the earth dragon awakes chronicles the thrilling story of the destruction of a city, and the heroes that emerge in its wake.</p> <p>Supporting Text – In Text Collection <i>Seek The Sun</i>, by Phillis Gershator (from Spider magazine) 740L Literary Text (historical fiction) Based on an actual court case in Japan. In 1966, a sandalmaker and his neighbors are about to have a new neighbor; a very tall office building. The office building ends up blocking the sunlight from all its surrounding homes and businesses. The sandalmaker and his neighbors take the builder to court and win.</p>	<p>Anchor Trade Book <i>Planet Earth</i>, by Dr. Mike Goldsmith 480L Informational Text Children zoom up through protective layers of the atmosphere from the surface to outer space, following the Earth as it makes its yearly journey around the Sun. Young explorers flip the flaps to reveal answers about everything from the inner workings of our planet and why volcanoes erupt to finding animals in the forests and in the sea. Plus, a fun spot-the-difference game suddenly appears as the artwork amazingly changes.</p> <p>Supporting Text – In Text Collection <i>Danger! Earthquakes</i>, by Simon Seymour 710L Informational Text Earthquakes can destroy whole cities and towns and kill thousands of people. This book covers the causes of earthquakes, the places they usually occur, and what to do if one strikes.</p>
Resources (included with the Text Collection)	
<p>Poetry I am Boom! by Jack Prelutsky (from The Dragons Are Singing Tonight)</p> <p>Dragon Smoke, by Lilian Moore (from Poetry for Spring)</p>	<p>Poetry Sun, by John Drinkwater (from Let’s Count the Raindrops)</p> <p>Who Could Somersault The San Andreas Fault? by J. Patrick Lewis (from A World of Wonders: Geographic Travels in Verse and Rhyme)</p>
Standards Highlights	Standards Highlights
Central Message Character Challenges Point of View	Connections between info/ideas Word Meanings C/C main points
GOALS	Goals
Readers will recount and describe character challenges in narrative stories.	Readers will identify and describe the connection between two ideas and pieces of information in a text.
Writers will create narrative texts, which include events and challenges and include characters’ response to those challenges.	Writers will support and connect writing with facts and definitions.
Learners will explore challenges in communities.	Learners will explore changes in earth.
Big Idea and Content Connection	Big Idea and Content Connection
<p>Challenges Social Studies Content Connection 2.2.d A community is strengthened by the diversity of its members with a range of ideas, talents, perspectives, and cultures that can be shared across the community.</p> <p>2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.</p>	<p>Challenges/Change Science Content Connection 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly. Crosscutting Concepts Stability and Change Things may change slowly or rapidly. (2-ESS1-1)</p>
Enduring Understandings	Enduring Understandings
Readers understand that characters face challenges in stories.	Readers understand ideas and information are connected in informational texts.
Writers understand that character’s actions, thoughts and feelings are revealed through the details.	Writers understand that informational writing is supported by facts and definitions.

Learners understand that facing challenges leads to change.	Learners understand that change can happen quickly and create challenges.														
Essential Question(s)	Essential Questions														
Reading: How do characters respond to events and challenges? Writing: How do writers show change through temporal words and details to describe actions, thoughts and feelings?	Reading: How are ideas, events and information presented in a text? Writing: How do writers develop ideas with facts and definitions?														
Sample Writing Activities	Sample Writing Activities														
1. Children will use <i>The Earth Dragon Awakes</i> and “Seek The Sun” to create a storyboard that recounts the events in the story. Children will use the events in the story to determine their central message, lesson, or theme. <table><tr><td>Character/ Setting</td><td>Event 1</td><td>Event 2</td><td>Event 3</td><td>Message/ Lesson/ Theme</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Character/ Setting	Event 1	Event 2	Event 3	Message/ Lesson/ Theme						1. Children will create a mindmap on <i>Planet Earth</i> . What do they know about our planet and how it changes using <i>Planet Earth</i> as a guide? <table><tr><td>What do you know about our planet Earth?</td><td>How does planet Earth change?</td></tr><tr><td></td><td></td></tr></table> Children will write a summary of the information in their mindmaps.	What do you know about our planet Earth?	How does planet Earth change?		
Character/ Setting	Event 1	Event 2	Event 3	Message/ Lesson/ Theme											
What do you know about our planet Earth?	How does planet Earth change?														
2. Children will read <i>The Earth Dragon Awakes</i> and “Seek The Sun” and describe how the characters respond to major events and challenges. 3. Children will think about how both Chin and Henry face a challenge in <i>The Earth Dragon Awakes</i> . What do the actions of the characters say about them? Do you agree or disagree with their actions? Children will write to support their opinion.	2. Children will create a question-answer book about earthquakes using the anchor text and supporting texts as resources to generate questions and find answers. 3. Children will create a Planet Earth Vocabulary Survival Guide that lists key scientific vocabulary they have learned from their reading, definitions in their own words, and pictures/diagrams to support their definitions. How will the survival guide be helpful? Children will write to support their opinion.														
PBA Description	PBA Description														
Narrative -Task: Scenes to Reveal Point of View Children will compare and contrast Chin and Henry in <i>The Earth Dragon Awakes</i> with consideration for their perspectives and cultural backgrounds. Children will: <ul style="list-style-type: none">write a scene from Chin and Henry’s points of view.in the scene, recount an elaborated event or a short sequence of events from Henry or Chin’s lifeinclude details to describe how the character feels and what he is thinkingdescribe the action of the characteruse temporal words to signal event orderprovide a sense of closure	Informative/Explanatory - Task: In the News Planet Earth is in a constant state of change. Children will use information they have learned from anchor and supporting texts to write an informative newspaper article reporting on a natural event that causes planet change. Children will: <ul style="list-style-type: none">introduce a topicuse facts and definitions to develop pointsprovide a concluding statement or section that addresses how communities face change together.														
Standards Taught	Standards Taught														
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other	RI.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . RI.2.7 Compare and contrast the most important points presented by two texts on the same topic. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <i>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed. OR</i> W.2.8 Recall information from experiences or gather information from provided sources to answer a question. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media SL.2.3 Ask and answer questions about what a speaker says in														

<p>media</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
PBA Target Standards	PBA Target Standards
<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>

GRADE 2 – UNIT 5- Pioneering New Ideas and New Worlds	
Module A	Module B
Anchor and Supporting Texts	
<p>Anchor Trade Book <i>Seed by Seed</i>, by Esme Raji Codell AD940L Informational Text (narrative nonfiction) Esme Raji Codell and Lynne Rae Perkins show us, in eloquent words and exhilarating pictures, why Johnny Appleseed matters now, perhaps more than ever, in our loud and wired and fast-paced world.</p> <p>Supporting Text – In Text Collection <i>Johnny Appleseed</i>, Lola M Shaefer 750L Informational Text Introduce even the youngest readers to historical figures in this easy-to-read series. Simple text highlights the major events in the lives of famous men and women, from their childhood through their adult life. A time line feature at the bottom of each spread captures the important details one at a time, culminating in a complete summary of the person's life on the final page. First Biographies are rich resources for the primary grades. This series explores and supports the standard "The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage," as required by the National Standards for History.</p>	<p>Anchor Trade Book <i>Pioneers to the West</i> NC770L Informational Text Pioneers to the West will follow the rural experiences of children traveling across America in search of land, gold, farms, and religious freedoms.</p> <p>Supporting Text – In Text Collection <i>Going West</i>, by Jean Van Leeuwen AD600L Literary Text Seven-year-old Hannah describes her family's journey west and their first year of settlement on the vast American prairie. Her story includes incidents similar to those found in Laura Ingalls Wilder's “Little House” books and in Brett Harvey's My Prairie Year and Cassie's Journey, but is for younger audiences.</p>
Resources (included with the Text Collection)	Resources
<p>Poetry</p> <p>Planting a Tree, by Nancy Byrd Turner</p> <p>Trees, by Harry Berlin</p>	<p>Poetry</p> <p>Home on the Range, by Dr. Brewster Higley</p> <p>The Gateway Arch, by Diane Siebert</p>
Standards Highlights	Standards Highlights
Main Purpose Reasons to Support Specific Points C/C 2 Texts Same Topic	Questions Author's Purpose Central message
Goals	Goals
Readers will compare and contrast main ideas from two texts on the same topic.	Readers will identify and understand the central message of a text.
Writers will compose an opinion with reasons to support their points.	Writers will create narratives about people’s journeys to settle in new places helped our country grow.
Learners will explore cause and effect relationships and how they impact a community.	Learners will explore journeys that affect communities.
Big Idea and Content Connection	Big Idea and Content Connection
<p>Journeys</p> <p>Social Studies Content Connection</p> <p>2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.</p>	<p>Journeys</p> <p>Social Studies Content Connection</p> <p>2.5.c The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.7.b Changes over time in communities can be examined by interpreting maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p>
Enduring Understandings	Enduring Understandings
Readers understand that texts on the same topic have similarities and differences.	Readers understand that narrative tales have a central message and lesson.

<p>Writers understand that biographies tell the story of a person’s journey and include actions, thoughts, and feelings.</p> <p>Learners understand that personal journeys impact historical development and change in communities.</p>	<p>Writers understand that informational texts contain research from various resources.</p> <p>Learners understand that people’s journeys to settle in new places helped our country grow.</p>												
<p>Essential Questions</p>	<p>Essential Question(s)</p>												
<p>Readers: How can you read across texts on the same topic?</p> <p>Writers: How do writers use reasons to support opinions about events and experiences?</p>	<p>Readers: How is the central message or lesson of a text revealed to a reader?</p> <p>Writers: How do writers tell stories that include actions, thoughts, and feelings in order to convey a central message?</p>												
<p>Sample Writing Activities</p>	<p>Sample Writing Activities</p>												
<p>1. Children will comparing the ideas and events in <i>Seed by Seed</i> and <i>Johnny Appleseed</i>.</p> <p>2. Using text and illustrations, children will describe Johnny Appleseed, his five examples to follow, and tell why they think we should still read about him today.</p> <p>3. Is it true? Children will recount the story of Johnny Appleseed and consider what part of this tale is true. Children will choose a part of the tale and offer their opinion of whether they believe this part to be true or made up. Children will support their opinion with reasons.</p>	<p>1. Children will demonstrate an understanding of key details in <i>Pioneers to the West</i> by considering the who, what, when, where, and why of the stories. To do this they can use a chart:</p> <table><tr><td>chapter/ story title</td><td>who</td><td>what</td><td>when</td><td>where</td><td>why</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>2. Children will think about what they learned in the text, <i>Going West</i>, and offer their opinion on what it was like to be a pioneer traveling West. What was hardest for pioneers and their families? Would you like to have been a pioneer? Why or why not?</p>	chapter/ story title	who	what	when	where	why						
chapter/ story title	who	what	when	where	why								
<p>PBA Description</p>	<p>PBA Description</p>												
<p>Opinion: The Lessons of Johnny Appleseed</p> <p>In this module, children are reading about the pioneer, Johnny Appleseed. Children will consider Johnny Appleseed and the five lessons he taught us: use what you have, share what you have, respect nature, try to make peace, and you can reach your destination by taking small steps. Children will choose one of the five lessons and write their opinion of why they think this lesson is still important to follow in today's world.</p> <p>Children will:</p> <ul style="list-style-type: none">introduce the topicstate an opinionsupply reasons that support the opinionuse linking words (e.g., because, and, also) to connect opinion and reasonsprovide a concluding statement or section <p>Children will share their pieces with a partner, asking and answering questions to clarify their understanding.</p>	<p>Narrative: New Lands</p> <p>Tales of westward expansion often illustrate the hardships faced and the bravery shown by pioneers. Children will recall the experiences of the people in <i>Pioneers to the West</i> and the characters in <i>Going West</i> and consider the following questions: What was the hardest part of moving west to a new land? Who showed bravery? Children will choose one person or character that they think is an example of hardship and bravery. Children will use ideas and information from the texts to write a story about this person or character.</p> <p>Children will write narratives in which they:</p> <ul style="list-style-type: none">recount a well-elaborated event or short sequence of eventsinclude details to describe actions, thoughts, and feelingsuse temporal words to signal event orderprovide a sense of closure												
<p>Standards Taught</p>	<p>Standards Taught</p>												
<p>RI.2.2 Identify the main topic.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>RI.2.8 Describe how reasons support specific points.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and</p>	<p>RL.2.1 and RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.5 Know and use various text features.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>												

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

<p>reasons, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
PBA Target Standards	PBA Target Standards
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

GRADE 2 – UNIT 6 Changing the World	
Module A	Module B
Anchor and Supporting Texts	
<p>Anchor -Trade Book <i>Seeds of Change: Wangari's Gift to the World</i>, by Jen Cullerton Johnson 820L Informational Text The empowering story of Wangari Maathai, the first African woman, and environmentalist, to win a Nobel Peace Prize. As a young girl in Kenya, Wangari was taught to respect nature. She grew up loving the land, plants, and animals that surrounded her -from the giant mugumo trees her people, the Kikuyu, revered to the tiny tadpoles that swam in the river. Although most Kenyan girls were not educated, Wangari, curious and hardworking, was allowed to go to school. There, her mind sprouted like a seed. She excelled at science and went on to study in the United States. After returning home, Wangari blazed a trail across Kenya, using her knowledge and compassion to promote the rights of her countrywomen and to help save the land, one tree at a time.</p> <p>Trade Book <i>On Meadowview Street</i>, by Henry Cole 520L Literary Text Caroline lives on Meadowview Street. But where's the meadow? Where's the view? There's nothing growing in her front yard except grass. Then she spots a flower and a butterfly and a bird and Caroline realizes that with her help, maybe Meadowview Street can have a meadow after all.</p>	<p>Anchor Supporting Text – In Text Collection <i>Alfred Nobel: The Man Behind the Peace Prize</i>, by Kathy-Jo Wargin 800L Informational Text Almost everyone has heard of the Nobel Prize, a collection of prizes awarded for accomplishments in science, medicine, literature, and peace. But few people know about the man who established the award and for whom it is named, Alfred Nobel. Alfred Nobel was born in Sweden in 1833. A quick and curious mind, combined with a love of science and chemistry, drove him to invent numerous technological devices throughout his long life. But he is perhaps most well known for his invention of dynamite. Intending it to help safely advance road and bridge construction, Nobel saw his most famous invention used in the development of military weaponry. After a newspaper headline mistakenly announces his death, Nobel was inspired to leave a legacy of another sort.</p> <p>Supporting Text – In Text Collection <i>A Picture Book of Eleanor Roosevelt</i>, by David. A. Adler AD680L Informational Text A brief account of the life and accomplishments of Eleanor Roosevelt.</p>
Resources (included with the Text Collection)	Resources (included with the Text Collection)
<p>Poetry</p> <p>Everytime I Climb a Tree, by David McCord</p> <p>Walk Lightly, by J. Patrick Lewis</p>	<p>Poetry</p> <p>Heroes poem, by J. Patrick Lewis</p> <p>Hug of War, by Shel Silverstein</p>
Standards Highlight	Standards Highlight
Character Analysis Questioning Words & Phrases	Author’s Purpose Connections Supporting Details
GOALS	GOALS
<p>Readers will describe peoples’ response to events and challenges.</p> <p>Writers will support an opinion with reasons and evidence from the anchor and supporting texts.</p> <p>Learners will recount events to understand how people take action to improve their communities, including use of the land and the environment.</p>	<p>Readers will identify the author’s purpose using details from the text.</p> <p>Writers will support their opinion with details and facts.</p> <p>Learners will explore the lives of people who define or distinguish their communities in all kinds of ways.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Change</p> <p>Social Studies Content Connection 2.1.d Population density, use of the land and the environment, and the availability and extent of public services, such as education and healthcare, are some of the chief characteristics that define and distinguish these types of communities. 2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.</p>	<p>Change</p> <p>Social Studies Content Connection 2.1.d Population density, use of the land and the environment, and the availability and extent of public services, such as education and healthcare, are some of the chief characteristics that define and distinguish these types of communities. 2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in</p>

	communities.						
Enduring Understandings	Enduring Understandings						
Readers understand that people respond to major events and challenges.	Readers understand an author’s purpose by identifying what the author wants to answer, explain, or describe.						
Writers understand that opinions and reasons are connected.	Writers understand that authors use details and facts to support an opinion.						
Learners understand that people can change the world with persistence and commitment.	Learners understand that cause-and-effect relationships impact communities.						
Essential Question(s)	Essential Question(s)						
Reading: How do readers use details in the text to understand characters?	Readers: How do readers determine the author’s purpose?						
Writing: How do writers support opinions with reasons and text evidence?	Writers: What does it mean to support your opinion?						
Writing Activities	Writing Activities						
1. Children will describe how characters in <i>Seeds of Change: Planting a Path to Peace</i> and <i>On Meadowview Street</i> respond to major events and challenges by asking and answering questions about key details in the text. Children will write a summary.	1. Children will identify the main purpose of <i>Alfred Nobel: The Man Behind the Peace Prize</i> . Children will write a paragraph that includes the main ideas the author intends to answer, explain or describe.						
<table><tr><td>Who?</td><td>What?</td><td>Where?</td><td>When?</td><td>Why?</td><td>How?</td></tr></table>	Who?	What?	Where?	When?	Why?	How?	2. Why do you think the authors selected these particular people?
Who?	What?	Where?	When?	Why?	How?		
2. Children will do a close reread of a few pages from the beginning, middle and the end of <i>Seeds of Change: Planting a Path to Peace</i> . Children will chart the most inspiring events in the text. Children will then record the words and phrases that supply meaning to how the events were inspiring.	Children will write opinion pieces explaining why they think the author chose to write about Eleanor Roosevelt. Children will look closely at the text and write about how she made an impact and changed the community.						
<table><tr><td>Inspiring Events</td><td>Related Words & Phrases</td></tr><tr><td></td><td></td></tr></table>	Inspiring Events	Related Words & Phrases					
Inspiring Events	Related Words & Phrases						
3. Children will identify how the main characters’ actions led to positive changes in their communities. Children will use text based evidence to support their opinion about how the characters inspired others to get involved in making change.							
PBA Description	PBA Description						
Task: Book Review - Opinion	Task: Opinion						
Children will write a book review about <i>Seeds of Change: Planting a Path to Peace</i> . Children will select a book that most inspires them to make change in their community and will recommend this text to other readers who want to make change.	Using <i>Alfred Nobel: The Man Behind the Peace Prize</i> or <i>A Picture Book of Eleanor Roosevelt</i> , children will identify an opinion the author includes about Nobel or Roosevelt. Children will then agree/disagree with the opinion, using text-based evidence to support their own opinions.						
Children will: <ul style="list-style-type: none">introduce the bookstate an opinion about the book. Is this an inspiring story? Why or why not?supply reasons that support the opinionconnect opinion and reasonsprovide a concluding statement or section. Children will create a digital or actual bulletin board of “change-maker” quotes from the text they review.	Children will write opinion pieces in which they: <ul style="list-style-type: none">introduce the person and part of text they are writing aboutstate an opinion about that part of the text. Why is this part of the text important? How does this text represent impact and change to a community?supply reasons that support the opinionconnect opinion and reasonsprovide a concluding statement or section.						
Supporting Standards Taught*	Supporting Standards Taught*						
RI.2.1 and RL.2.1 Ask and answer such questions as <i>who</i> ,	RI.2.3 Describe the connection between a series of historical						

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit

(Gradual Release Model throughout Year)

<p><i>what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>events in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.7 Participate in shared research and writing projects</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
PBA Target Standards	PBA Target Standards
<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, connect opinion and reasons, and provide a concluding statement or section.</p>